

# Hadlow Community Preschool

The Annexe, Old School, Hadlow, Kent, TN11 0EH



## Inspection date

16 March 2017

Previous inspection date

9 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff know the children well and have a good understanding of their individual personalities and abilities. This helps children to settle quickly and happily into play and develop a good sense of belonging and positive level of well-being.
- Children have a good range of interesting ways to develop their understanding of technology. For example, they carry out activities on interactive whiteboards.
- Staff establish positive partnerships with parents. Staff keep parents fully involved in their children's learning. For instance, parents are encouraged to regularly share children's achievements from home.
- Managers and staff work together to review their practice. For example, they observe each other teach and provide helpful and constructive advice.
- All staff, including the managers, monitor and track children's progress closely. This helps them to quickly identify any gaps in their development. Staff provide individual support for children to catch up with their learning at a good rate.

### It is not yet outstanding because:

- Staff miss opportunities to extend children's large movement and physical skills in more challenging ways on a daily basis, such as having more options to climb and balance.
- Staff do not consistently give children sufficient time to think and respond to questions to develop their communication and speaking skills further.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- extend opportunities to challenge and develop children's control of their large movements, such as climbing and balancing, to extend their physical skills further
- improve the opportunities children have to think and respond to questions staff to extend their communication and speaking skills.

### Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

Managers are proactive in supporting staff to develop their knowledge further, as well as being determined to continue to extend their own skills. They attend courses to develop their knowledge of how to support children to manage their feelings and behaviour in appropriate ways. Managers closely monitor the consistency of care and learning that staff provide for children. For example, they carry out one-to-one meetings to discuss staff performance and carry out observations to monitor how well staff engage children in play. Staff communicate well with other early years settings. This joined-up approach for children who attend other settings helps to offer consistency in their learning. Safeguarding is effective. All staff have a secure knowledge of the safeguarding procedures in place. They know who to contact to follow up any concerns and seek advice to help protect children's welfare and keep them safe.

### Quality of teaching, learning and assessment is good

Staff support children to manage the move to school well. For example, children learn to put on their coats and shoes with independence. Staff talk to children about what to expect at school, such as visiting the lunch hall with them and discussing the noises they can hear during busier periods of the day. Staff skilfully build on children's interests. For example, children were excited by a story based in space. They were encouraged to watch an astronaut on the moon and a rocket launch on the laptop to make links to the real world of space. Children have good opportunities to be creative. For instance, they use interesting ways to make three dimensional models, such as using string, sticks and leaves to make stick characters.

### Personal development, behaviour and welfare are good

Staff are positive role models. Children are polite and kind to each other. For example, they listen to each other's ideas and happily play together as they work as a team when completing tasks. Children develop a good understanding of other peoples' similarities and differences in the wider world. For example, they celebrate festivals special to other countries. Children develop a good understanding of healthy lifestyles. They enjoy having an active role in buying and preparing healthy foods for snacks. Children develop good physical skills to support their hand-eye coordination, like cutting with scissors.

### Outcomes for children are good

All children make good progress, including those who speak English as an additional language and those who have special educational needs and/or disabilities. Children develop good skills to prepare them for school. For instance, children gain good mathematical skills, such as counting with confidence. Children confidently choose activities they want to take part in from a good range of resources.

## Setting details

<b>Unique reference number</b>	EY315875
<b>Local authority</b>	Kent
<b>Inspection number</b>	1085841
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Hadlow College Governing Body
<b>Registered person unique reference number</b>	RP903581
<b>Date of previous inspection</b>	9 January 2015
<b>Telephone number</b>	01732 852 304

Hadlow Community Pre-school registered in 2005. It is owned by Hadlow College and operates from a building on the site of the town's medical centre, in Hadlow, Kent. The pre-school is open Monday to Friday, from 8am to 6pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs 11 members of staff. Five staff hold relevant early years qualifications at level 3; two members of staff hold relevant early years qualifications at level 4; one member of staff holds qualified teaching status and there is one member of staff who holds early years professional status.

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